Wellesley News

NUMERO UNO, VOLUME VII r2 ONE MILE EAST OF NATICK DECEMBER 6, 1974

Wellesley junior, Quasi: Moe Do, delights in her new single, Galen Tower 311. It's not very big she admits, but "you know what Freud says about Towers."

Res Policy seeks to allay fears

Nan Richard '76

Because of the violence and radicalism that permeated universities during the late sixties, many parents have expressed concern regarding the effects of college on their daughters. To prevent any misunderstandings, Residence Policy Committee will reinstitute an age old Wellesley tradition. Beginning next fall, the parents of all freshmen will receive a personal letter illuminating Wellesley's educational philosophy and describing residential life on campus. The following are excerpts from the correspondence.

"Your daughter has been assigned a place in Wellesley College for the coming year. This has been done with the full understanding that she has good health; good intellectual ability; thorough preparation to meet our published requirements and that she comes with an earnest desire to do faithful work and to govern herself in honest conformity to the spirit and laws of the institution.

We are convinced that a college education is per se physically beneficial, and that ill health in college is usually caused by carelessness and disobedience of the laws of health before entering college. We cannot, therefore receive any who are in delicate health, or are nervously exhausted by social dissipation or intellectual overwork. Those who come in good physical condition will almost invariably increase in vigor if they consclentiously follow the College Physicians instructions. This subject is one of such vital importance to the life of the college and the evils are so great which threaten the interests of educated women, that we ask no student to enter our ranks unless she is willing to pledge her honor to faithfully keep the Health Regulations.

Gymnastic exercise twice each week will be required of all students during the winter months. On regular days of practice they will be excused from one half hour of their exereise in the open air: Otherwise, students are required to exercise not less than one hour daily in the open air.

Students must be present punctually at meals. They will neither buy, receive, nor appropriate confectionery, or eatables of any kind not provided for them by the College at regular meals.

At the ringing of the last bell at 10 p.m., students will promptly extinguish their lights, retire and preserve quiet through out the building. No lights will be used between this time and the rising bell at 6:15 a.m.

We expect the students to make their social life secondary when in college. While calls from the family are a recreation and a delight, numerous calls from mere acquaintances will only exhaust their strength and waste their time and are to be discouraged. Visits are neither made nor received on Sunday, and under all ordinary circumstances only on Monday, the regular recreation day.

Those living at suitable distances can go home occasionally during the term, if they lose no college work. They can leave on Monday morning and return in time for college exercises on Tuesday morning and once each term can spend Sunday at home. They cannot attend operas and theatres in Boston and are urged to carefully forego all excitement and dissipation as an interference with the highest degree of health and mental development.

We cannot express too strongly our disapprobation of elaborate wardrobes: not only as entirely unnecessary, but in poor taste for students, and most ungenerous toward those who cannot afford them. We wish the distinctions of the college to rest on nothing but good character, thorough scholarship and fine manners. The entire apparel should be light, loose and in every way comfortable. Overshoes, rubber boots and two pairs of thick walking boots should be provided.

Students will bring for their own use, six sheets and pillow cases, towels, napkins, a napkin ring and a teaspoon.

Please be very careful that your daughter is not exposed to any contagious disease before coming to Wellesley and be sure that she has been thoroughly vaccinated."

Alice E. Freeman, President of Wellesley College in 1886, and the author of this letter would turn over in her grave if she could see us now! The times, they are a-changin!

"Nice guy" named dorm head

BY BIG FLO '76

Jim Bacchus, one of the Schneider supervisors, has been hired as a Head of House starting next September.

When Mr. Bachus applied last year he didn't think that he could have a chance at the position. "I wasn't really making any statement on liberation or affirmative action or anything. I just thought that I had something to offer the dorms."

"Anyway, I didn't think they'd give it to me, because of the problems with a single male as the head of a dorm. But I guess they assumed that Wellesley women can handle just about anything."

NEWS spoke with Joyce Wadlington, Director of Residence, about the appointment.

"We had a tough time making this decision," said Ms. Wadlington. We didn't quite know how the Administration would react."

But President Newell applauds the decision. "Affirmative action doesn't end in the classroom," President Newell stated, "Now we can truly state that we are a college which honors the principles of affirmative action, rather than mouthing idle rhetoric."

WHICH DDRM?

Joyce Wadlington feels that the decision was a good one. "Jim is a sensitive, nice guy. I think that the students in his dorm will get along with him."

But the decisions haven't stopped yet. Now, Joyce and the Res Policy Committee must determine the dorm in which Mr. Bacchus will be placed. There are a number of choices, as several heads of house will be leaving for one reason or another.

Joyce says that she will make the decision over January vacation and will announce it sometime in early February after a Res Policy Committee meeting.

Jim Bacchus, new Head of House.

Arthur Gold, of the Educational Research and Development Committee has announced that there will be a *WHY DENBEAUX* weekend next semester. Sponsored also by the Religion Department and the Wellesley Committee to choose a look alike for you know who.

ON PAGE 2

"A DANCE... to WELLESLEY"

Arthur Gold's Office of Educational Research and Development releases its study on the effects of academic pressures on students. Story, page 1.

Faculty, students interact

Editor's Note: After a lot of annoyance and undue prodding from a bunch of meddling ... no, after the Leadership Conference this fall recommended that, to facilitate Faculty-Student relationships, NEWS initiate a Faculty-Student Interaction column. Any resemblance to fictitious characters was a blunder on the part of the NEWS staff. This is the Real McCoy.

— Peter Lieberman, of the Chemistry Department has offered to throw champagne suppers for interested students as a means of facilitating Faculty-Student interaction. Aside from disseminating the basic rules of etiquette, Mr. Lieberman will lead discussions on the proeess of fermentation and the properties of C02. Any students interested in attending the first of these dinners, please contact Vic Baras, simmellier, in Green Hall.

— Judy Burling, Assistant Professor of Physical Education gives us the run-down on last Monday's student-faculty recreational volleyball game in Mary Hem. The teams were mixed as usual, but, also as usual, the students lost out. After one hapless sophomore missed her 54th spike of the day, Harold Wilcox of the Mathematics Department, said, "If you are anything at math like you are at volleyball, I guess I'll never see you in one of *my* classes."

Helene Smookler saved the day when she offered the sobbing sophomore a job checking footnotes for Helene's next big paper, due last October 15.

Doug Bush, Norton Rubenstein, Ken Van der Laan, and Shana made up the usually large contingent from the Biology Department. All of them agree that playing volleyball with students was more fun than cutting up rats and watching diving beetles.

Ms. Burling took away one of Noreena Schlep's gym credits when Noreena collapsed to the floor bleeding after sustaining a compound fracture of the sternum from one of Jim Lochlin's spikes. Said Ms. Burling, "She knows that we aren't to stain the gym floors."— Freeman Hall has instituted a new concept of an old Wellesley tradition-they have substituted for faculty sheery dinner. a private happy hour. We've seen Dan Nedland there, talking animatedly about minerals, faults, and other geological esoterica. Skeptical juniors prefer TSIF, however, with its regular crowd.

— I promised I wouldn't do it ... Aren't you glad, ole pal?

— Would whoever from the Art Department left their toupee monogrammed Km in Pat Kelly's room in Munger, please claim it at the Info Box?

— As for the bulk of the tenured faculty, they're all off publishing books .... or something.

BOXES

wanted

for rent

for sale

personal

CHEAP OFF-CAMPUS HOUSING FOR SECOND SEMESTER:

House in Wellesley has plenty of room for a Wellesley student who wants to live off-campus next semester but needs to stay *very* near campus. House is right by carriage entrance, on Weston Road. For further information, Call Carrie Van der Laan at 235-3917.

The English Department would like to call to the attention of all students that it is still possible to enter English 318 (The Bloomsbury Group) and English 315 (Victorian Poetry).

The Economics Department is happy to share with you the information that two of its members have been elected to very high national offices in the American Economics Association. Martin Bronfenbrenner, Calkins Visiting Professor of Economics has been elected Vice-President for next year. Carolyn Shaw Bell has been elected as a member of the Executive Committee.

It is unusual for any Economics Department in a liberal arts college to have a single member as an officer of the American Association. That we should have two is a distinct honor.

RESIDENCE CONTRACT MEETING

Wednesday,
December 11, 7 p.m.

Representatives of the Residential Policy Committee will be present to gather feedback on the proposed contract. Students from all halls are encouraged to attend one of the five area meetings in Freeman, Severance, Shafer, and Cazenove.

CLASSROOM LECTURE-DISCUSSION

Introductory Ecology-Bio 201
December 10 — 10:00 a.m.
138 Sage Hall
Lunch in a dorm with speaker, Ms. Amy Schoener of Harvard University at 12:30 p.m.

WASHINGTON INTERNS
—
SUMMER 1975

Mary Ann Alford
Mary Anna Anderson
Cecelia Conrad
Florence Ann Davis
Marcia Goldman
Elisabeth Hair
Cindy Israel
Adrienne Jamieson
Sandra Medallia
Madaline Minichiello
Indrani Mukharji
Paula Penn
Elin Schriver
Amy Vogelgesang
Melissa Walkenar
Vicki Weil

CONGRATULATIONS!!!

NEED A PLACE TO STAY IN JANUARY?

But not on campus? Willing to pay very reasonable rent and maybe some optional babysitting? Large house in Wellesley has room for 2-3 students for the *entire* Winter Break. For information: Call Carrie Van der Laan at 235-3917.

Ms. Helene Smookler, of the Political Science Department has announced the names of next summer's Urban Interns:

BOSTON:

Wendy Ball '77
Carol Head '76
Pam Spratlin '76
Maureen Sullivan '76
Sandra Rovit '76
Thelma Woods '76

LOS ANGELES:

Barbara Bolante '76
Helen Clement '76
Lai-Chan Tan '76
Deborah Powell '76
Elneita Hutchins '77
Mary Konsoulis '76

CONGRATULATIONS!!!

CENTENNIAL COMMENCEMENT

The following students have been selected to sit on the Centennial Commencement Committee for the Class of 1976:
Susan Challenger
Lily Chin
Florence Davis
Susan Day
Marie Hinman
Madaline Minichiello
Beth Morgenstern
Regina Robinson
Maureen Sullivan
Linda Ury

ANOTHER THANK YOU BOX: To Polly Ratherfart and Amelia UpLate for letting me in when I kick. To the ladies in the Post office who always wait until I've left to laugh. To Sue Fedo for strength during Senate. To Ellen Rosendale and the nonsmokers. And most of all, to Ninochka, who listens to everyone who's afraid to yell alone.

ADVENT SUPPER
WEDNESDAY, DECEMBER 11
CHAPEL 5:30 - 7:30 PM
FOOD FELLOWSHIP CAROLS
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The Recorder Search Committee, at its weekly meeting, named a married couple to replace Ms. Rhome. Mr. and Mrs. Harry Clapper were chosen on the basis of their stability, reliability and appearance of utter sanity.

Photo by: Michael Scab

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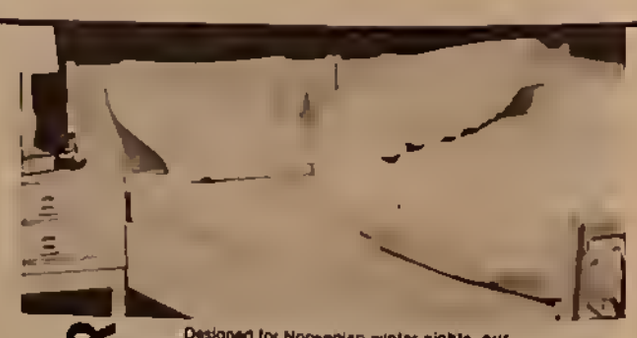

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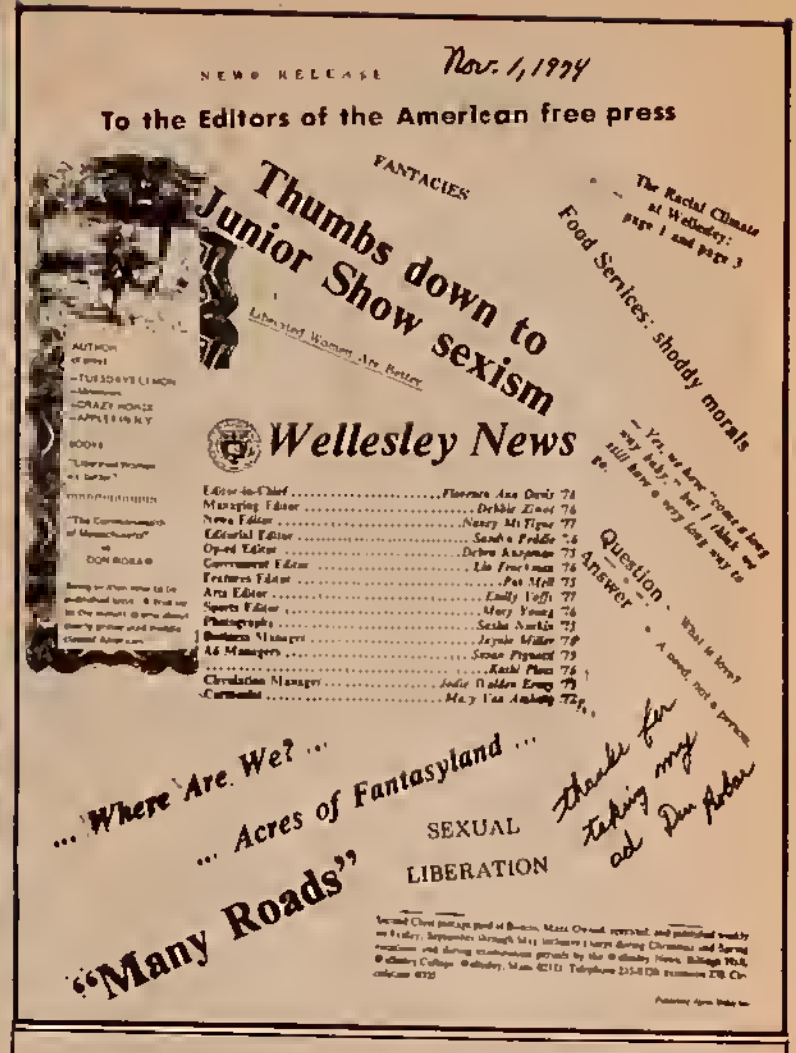
Pierre de Marivaux, "The Game of Love and Chance." December 6-7-8, 8:00 p.m., Alumnae Hall. Tickets are $2.00. Wellesley and MIT students free with ID.

FROM LEFT TO RIGHT: K.L. Wesley, Mariye Inouye '78, Richard Peisch, Nicholas Linfield, Anne Borden Evans '76, and John Ogden. PHOTO BY SASHA NORKIN



Harrad Experiment: Ithaca tries swap

ITHACA, N.Y. (AP) —An 18-year-old freshman girl who roomed with a young man for a week after drawing his name from a grab bag says suspicious minds and too much publicity ruined the program at Ithaca College.

"It worked very well until the press got a hold of it," the young woman, who declined use of her name, said Thursday. "It was a big mess then."

The program was called SWAP — Switch With Another Person. "The basic idea behind it was to get people to learn about each other and to meet new faces," said the girl who participated along with about 50 other students.

On Wednesday, the students announced that they were "postponing" the program after being informed that college officials were ready to act against them.

Sex was not the object of the experiment, said the freshman girl. "At the beginning, we told them (participants) if they were interested in being in this just because they wanted someone of the opposite sex, then we told them to get out because that's not what it's all about," she explained.

Students were matched up when names were picked out of grab bags. The experiment ended Monday and students were set to try another week with new roommates when college officials warned that students could be prosecuted by the College Judicial Board. The board is composed of administrators, faculty, staff, and students.

"Any experiments involving cohabitation are considered by the college to be in violation of housing regulations," the statement read in part. "Failure on the part of any students to comply with this order will result in prosecution under the College Judicial Board."

"The SWAP program is not related to any kind of sexual experimentation," said a statement released Wednesday by the students.

Many of the participating students were reluctant to talk about the experience. But the freshman girl said, "It was uncomfortable, it was superficial at first. It took awhile before we could talk to each other and feel comfortable. It wasn't very different than living with a girl. I met all the guys over there and I personally am friends now with the person I lived with who I never knew before."

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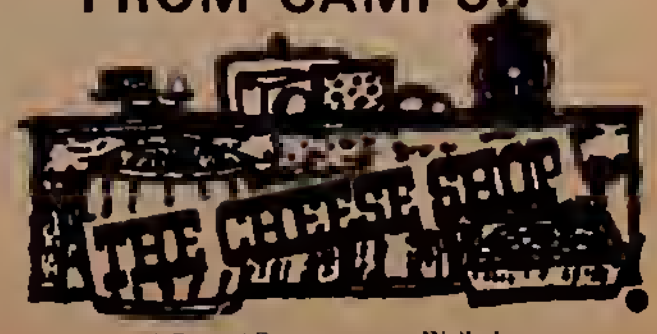

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The Sensueless College

By D*

**Copywrong 1974 by Friends of Op-Ed*

The Sensueless College is the produce of three and half years of inlensive conservation by an insider. What is printed here is only a sampling of the four-hundred page full length work, the few selections spooning the wide variety of interests at the College - from academics and theater to medicine and poetry.

Hundreds, nay thousands, have contributed discretely and indiscretely in making Wellesley the sensueless college it is today. To these people I intend my heart-felt thanks.

Since I plan to rubbish subsequent volumes, any retributions related to a sensueless event or person affiliated with the Wellesley community will be considered for exclusion.

NOTE: Assuming the high probability of the reader to eventually tear up this issue of NEWS, I have designed this page as a "tear sheet." For the full benefit of this genius, tear along the inside fold, then fold in half first along the horizontal and then the vertical line.

The Sensueless College

A Wellesley Woman's Guide To Wellesley

As promised by our College Government, Wellesley will soon have a course guide. But lacking an acceptable format could be the final stumbling block toward fulfilling the promise. Therefore, a standardized form is presented below (with optional personalized comments).

EXAMPLE 1: Anyone enrolled in *(course)* knows that *so and so* craves unadulterated academic bu-lingo. For a guaranteed A, go the standard paper route. Take an idea from lecture and elaborate. *(so and so)* is known to comment profusely on such papers to the tune of "Good idea" or "Incisive thinking — keep it up." (It is always reassuring to see great ideas acknowledged by their authors.)

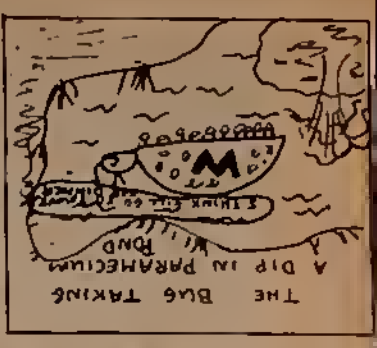
Exams are a breeze. Same strategy for papers holds here. Lectures are necessary only to pick up *the* ideas for papers and exams.

(so and so) is always available for a brief chat. In general, *(course)* is a pleasant experience, accused by a few of being educational, recognized by most to be a handsome embellishment to any student's transcript.

EXAMPLE 2: *(so and so)* admitted that when she took *(course)* in her old Wellesley days, she barely scraped by with a B-. Consequently, she's determined to give students that same feeling of challenge that she once experienced. (For that we should suffer?) In short, the course is a bitch, with 1000 pages of reserve room reading every week (The reading is O.K., it's the reserve room that's the problem.)

Standards for papers are high. For example, a comment of "excellent" rates a B. In spite of this drawback, *(so and so)* could be a source of a great recommendation as she is highly acclaimed in her field. Favorite things: butter creams and maple walnut ice cream.

Incubation periods aside, the bug leaped from room to room, striking unrelentlessly in the already abused stomach and intestines of Tower Court residents. Sign-up sheets were posted next to the "Standing Room Only" signs outside the few bathrooms.



Some students were found sitting passively in their rooms waiting for the bug to strike them. On further questioning, these students admitted to pulling a few all-nighters to get ahead in their work, to be prepared for ... the plague.

One explanation recently advanced by a senior biology major who has asked to "remain" anonymous (she already was) was that the virus she was studying for her 370 leaked out of the culture dish and into the main water supply leading from Paramecium Pond. Still the question remains. why was Munger not struck?

In answer to this question Dr. Kegly was reported to have said, "Ah, they're probably all pregnant." Right on, Doc.

Ironically, Tower Court. noted for putting the proverbial thorn in the Director of Residence's proverbial side, was hardest hit. Scientists and social scientists in the dorm were crossing traditional disciplinary barriers left and right in an attempt to unravel this baffling mystery.

Medical Alert: The Plague of Tower Court

Faster than the speed of Simpson Jeffirmary, an unidentified "bug" swept through the hallowed halls of Tower, incapacitating a staggering 30 percent of the residents. Although all signs and symptoms pointed toward a clear case of food poisoning, Dr. Wecder held to the initial (official) statement that it was indeed a "virus."

"The Russians need detente more than we do. I say 'Let 'em eat borscht.'"

"But Mr. Gulb, isn't this a rather superficial interpretation of world diplomacy?"

"Certainly not. Next to all. American whole wheat bread, borscht is the main staple in the Soviet Union. Borscht once a day happens to be a very sophisticated strategy, devised by a friend at Brookings, to keep the Soviets content with the life within their borders."

"What do you see as the purpose of a diplomat like Henry Kissinger?"

"My reliable State Department source tells me that some of the leaders aren't content with borscht alone. They also want pastrami on rye. Somebody has to deliver and Kissinger raised his hand first."

"Wouldn't Agriculture Secretary Butz be the man for that job?"

"Perhaps in theory, but as they say in the old country, 'He-ah no-ah like pastrami.'"

Barnut Molar Lecturer Morton Gulb Speaks on Detente

Life goes on quite peacefully for the women until Princess Ida's husband Hilarion (whom she married at age one) decides he is at the ripe age to claim his bride of twenty years. To infiltrate the walls of the university ("The object of these walls is not so much/to keep men off as keep maidens in!"), Hilarion and two friends dress up as women. At first the women are fooled by the three. But when one of the young men recognizes his long lost sister and cannot resist offering a hearty Hello — how are ya?, the disguise falls.

Ninety-one years ago, Gilbert and Sullivan opened their new opera "Princess Ida or, Castle Adamant." A new Gilbert and Sullivan was always a treat for the London gentry, so it is not too surprising that a full two days passed before the audience began to admit to themselves and each other that the opera was a bomb.

Meanwhile, Hilarion's father Hildebrand storms the gates of Castle Adamant Univ. to reinforce his son's mission. The women take up their position along the outer walls, armed with battle axes. In this black hour, Princess Ida's father King Gama and her brothers come to fight for Ida against the warriors of Hildebrand. For too readily enlisting their aid, Ida is reproached by a colleague who notes a rather crucial inconsistency in the Princess' action. "One's brothers, ma'am, are men!" to which the incisive Ida replies, "So I have heard."

Princess Ida runs a women's university with a hundred students, on the principle that "Man's a ribald — Man's a rake/Man is Nature's sole mistake." In fact, Princess Ida is so dedicated to a woman's world that "All the animals She owns are 'hers'!". The women do not even have a rooster to wake them up, instead "the crowing's done by an accomplished hen."

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Men In Drag: It Bombed In London

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The ballle commences but the force of husbandry soon prevails, leaving Ida's brothers in the dust. Without recourse, the Princess concedes defeat to Hildebrand. ("So ends my cherished scheme.") As if the military victory was not enough, the gallant Hildebrand proceeds to grind the psychological axe:

"But pray reflect —
If you enlist all women in your cause,
And make them all abjure tyrannic Man,
The obvious question then arises, "How
Is this Posterity to be provided?"
And what did our feminist role model princess retort? Said she, "I never thought of that."

Inside the Wellesley NEWS: Myth or Macho

As we all know, the Wellesley NEWS is a well-oiled machine, geared to the quick pace of campus life, fueled by the aggressive instincts of a dozen women journalists. Admittedly, the finished product does not always reflect this dynamic element. Thus, the purpose of this article is to explain the inner workings of the NEWS to all who have had the good fortune not to be affiliated with it.

A day in the life of a NEWS editor begins at six with a bowl of Cheerios, O.J. and whole wheat toast. Over an icy glass of milk the editor pours over the *Times* and the *Post* to learn the news of the day before everyone else at Wellesley. After breakfast and a quick jog around Paramecium Pond, the editor takes the 7:45 M.I.T. bus to Billings to check her mail. Usually the editors' boxes are stuffed with unsolicited articles by fellow students. In their enthusiasm in contributing to the "voice of the College", these writers frequently leave out sentences and main ideas. (Composition for a by-line is still on NEWS, hence, time is of the essence.) The better part of the editor's morning is then spent editing copy.

With lunch catered by Elizabeth Cornball, the editors hold their daily board meeting in the Exec. room in Billings. At this time editorials, advertizing policy, and the brand of liquor for the "last issue of the term" pastry are usually discussed in depth.

The afternoon is spent interviewing administrators and faculty, sniffing out the big stories on campus. Not all the editors are as conscientious about this task, and in fact, some have even been seen sneaking off to class. After a quick jog before everyone else is still has any) the editor's like to work on their own writing. Mon-

The Sensueless College

day and Tuesday nights, however, are usually taken up doing page layouts and any last minute writing or editing. The latter activity can involve anywhere

between one half to seven eighths of the paper. Wednesday nights page proofs come back from the printer, when the patching up of the paper then takes place.

By Friday morning the steaming sheets of the week's labor are dumped on the floor at Schneider.

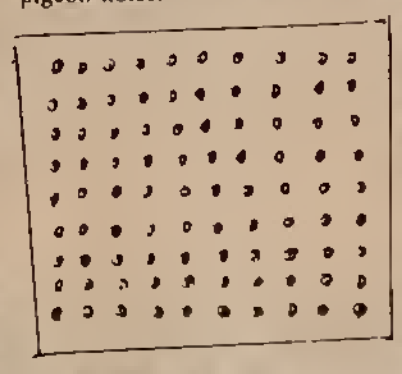
NEWS is basically an egalitarian organization with some of us more equal than others. The editor in chief's sphere of influence is primarily centered

around consciousness raising: "Ohhhh I'm going to die if you don't have that $%+<&!! page ready by 11." and other spiritually congruous remarks.

Archives Endowed With Priceless Notebooks of Ace Wall Poet

Some of Wellesley's most creative ventures have been indelibly inked on the walls of the white peg-board study carrels in a Clapp library. An expert from MIT's Center for Advanced Visual Studies was quoted as saying the combination of one-quarter-inch wide holes spaced every half-inch against the white background, brilliantly illuminated (Albedo=.999) causes the visual signals that do reach the brain (some are rejected by nausea) to transpose the holes into sensually harmonic trochees. Several minutes of prolonged exposure polymerizes these trochees into rich pentametric stanzas. In fact, it was rumored that the winner of last year's poetry contest was one of these "wall poets," inspired by spots and nausea to blissful heights of creativity.

The poet, who endowed the Archives with her notebooks, is a 1972 graduate, currently employed by the U.S. Post Office where she is learning to pick up the "waves" from the square pigeon holes.



Why did Wellesley study carrels work so well? The poet attributes her undergraduate success to long stares, the time factor having something to do with the low interest level in the dull patter of Shakespeare.

The College Archivist noted the high quality notebooks, which contained none of the original manuscripts of the wall poems. The explanation given was that all the original writing was done on the wall. Through the efforts of several industrious members of the English Club the poems were taken "off the wall" and bound with masonite and glue for authenticity.

Latest Science Center Meeting Opens New Questions on Feasibility

Insufficient funding has forced the Science Center office to leave the outside walls off the new Science Center. This move is not seen as compromising the original goals and objectives for the new building, Director Nancy Kolony announced. Rather than hiding the weather from the student of science, all parts of the atmosphere will be left exposed. This philosophy is in keeping with the present design which calls for pipes and air ducts to be left in full view on the ceiling.

A distinguished member of the faculty suggested that the lack of walls will facilitate the inclusion of solar heating into the new building. Earlier this month the Board of Trustees stated their ideological commitment to solar heating, but fell short of pledging the money needed for actual installation.

Another member of the faculty noted that this would not be of maximum benefit in the cooler months, adding that heat lamps might have to be installed in place of flourescent lights. Helen Brownie, the head of Clapp Library, offered to trade her 1532 heat lamps now in full use in the main library for some cool florescent lights.

Needless to say, the meeting was adjourned.

The Beginning of the Dialogue

Wellesley News

Letters to the Editor

In Response to Ostrich feathers ...

To the Campus:

It has taken all semester, but I've finally received two critical letters to the Editor. The not-so-subtle implication in one letter is that I have used the NEWS as a means of expressing my own opinions without regard for the facts. Absolutely right and absolutely wrong.

It is absolutely right that I have "used" the NEWS as a means for expressing my own opinions, some of which have been at odds with the opinions of my fellow editors. Why else would I run for Editor-in-Chief and kill myself for this paper, if not to have an outlet for my concerns.

As for the facts which I have allegedly misrepresented or, even worse, ignored, I must disagree with the author of the letter. The facts, as they have presented themselves to me, and as I have found them, have prodded me into writing editorials which were hardly pleasant ... both to their author, and their targets ... and I suppose their readers. But it takes a really harsh editorial to get a reaction from anyone on this campus.

This semester, we have printed a front-page editorial on racism and a call for student activism. The response was miserable, to say the least. We got more letters on the ice cream issue than on the racial climate at Wellesley. And when I sent out feelers to sense student opinion about an editorial on the problems of sexuality at Wellesley, no one was terribly interested or concerned. An awful lot of people were scared.

I really wonder whether people are upset so much with my editorials or with the fact that at least some of us on the NEWS dared to open our mouths and mention a few names. Such blatant honesty is not *de riqueur* at Wellesley. But the NEWS is only worthwhile (in *my* opinion) if it can and does continue to initiate discussion of issues on this campus that Student Government ignores, or the Administration buries.

Wellesley can remain a colony of ostriches as long as it likes ... if it chooses to do so, we have the perfect gauge by which to measure how deep its neck is in the sand. We just won't get any letters at all to the Editor.

Florence Ann Davis '76
Editor-in-Chief

No Decision Is The Best Decision

The Revolution is not dead. It is alive and well at — of all places — Wellesley College.

Complaints about student apathy, which supposedly is at the root of last year's pleasing package of faits accomplis presented by the Administration, are completely unwarranted. Wellesley students have shown that they are committed to the College, higher education of women, honesty, decency, leadership, and the rest of that stuff.

Consider this semester's careful examination of the honor code. It has been proven that a flexible stand on this issue is better than any stand. We certainly would not want our academic integrity insulted by restrictive measures like — heaven forbid — scheduled or proctored exams. And, of course, placing complete trust in a student is absolutely foolhardy. So, after months of heated debate, we've finally reached a decision — make no decision.

Residence is another issue that has benefitted from student activism. Each dorm's Residential Policy Representative has received so much feedback and help from her constituents. How truly satisfied each rep must feel to know that the overwhelming support and cooperation of her peers has enabled her to do a better job. Certainly, that same kind of student input will be shown when the residence contract is discussed. And when the students are again denied any rights, but in different language, everyone can at least be content with the knowledge that she contributed her share to the end result.

Yes, apathy at Wellesley is now an enigma of the past. Little does the Establishment suspect that seeds of discontent are blossoming in the society houses (which only recently became active — another example of Wellesley students' activism).

Its everywhere — in the jitter-bug revivals, dorm teas (are you sure that liquid you're drinking is really tea?), even Schneider mixers.

Here in this country club atmosphere (a useful front), we've acquired the tools of effective activism — the kind that makes a difference.

On to change the world!

New calendar wins staggering approval

To the Editor:

I am writing this letter to express my wholehearted approval of the present academic calendar, which received such overwhelming support from the student body.

The four-day break in October, although it may be too short to make going home feasible for those who live west of New York (Who cares about them? They're in the minority), is an ideal time to do some catching up after an exhilarating week of midterms.

Thanksgiving vacation, just one and a half weeks before the end of classes provides the perfect chance to finish up much of the fascinating final work we all began (a little belatedly) in October.

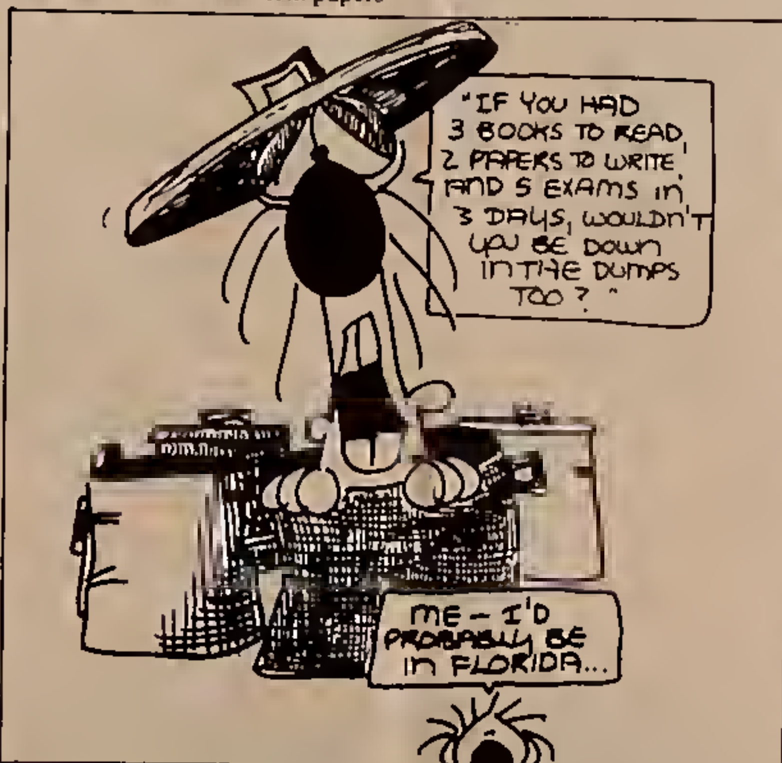
A five-day reading period is just the right length — long enough to put the last touches on final papers and do reading period assignments (gotta keep busy!) and short enough so as to not get boring. After all, who wants a draggy reading period? Remember, idle hands are the devil's workshop!

Professors have adjusted the work load admirably. Hourlies in the last week of classes prepare us for what we must face one and a half weeks later. Four term papers (assigned in the last week), two reading period assignments, and five final exams has got to be the easiest load I've had yet. Bravo!

Only one thing bothers me about the present system. Most exams are unscheduled. That gives those degenerate souls who went out every other Saturday night, instead of staying in to glory in the joys of academia (as I have), an unfair opportunity to catch up. Why should they be given extra time?

True, if exams were scheduled, some of those people might still have extra time, but many of them would be forced to take the medicine they deserve. Why not dish it out? This would be much fairer to those of us who have been organized and conscientious all semester and would teach the others a lesson. I certainly am prepared and willing to face scheduled exams, and I challenge Wellesley's socialities to make the same statement. We are here to gain academic discipline and be molded (by the loving and sure hands of The College) into leaders, not proprietors of Paris brothels!

Tina Toole



Debutante balls: more practical Than degree in economics

To the Editor:

I am sick, sick, sick of all those radical revolutionaries writing letters to you about sexist ads. The only thing realistic about those letters is the ads they discuss. We are WOMEN and should be treated as such!

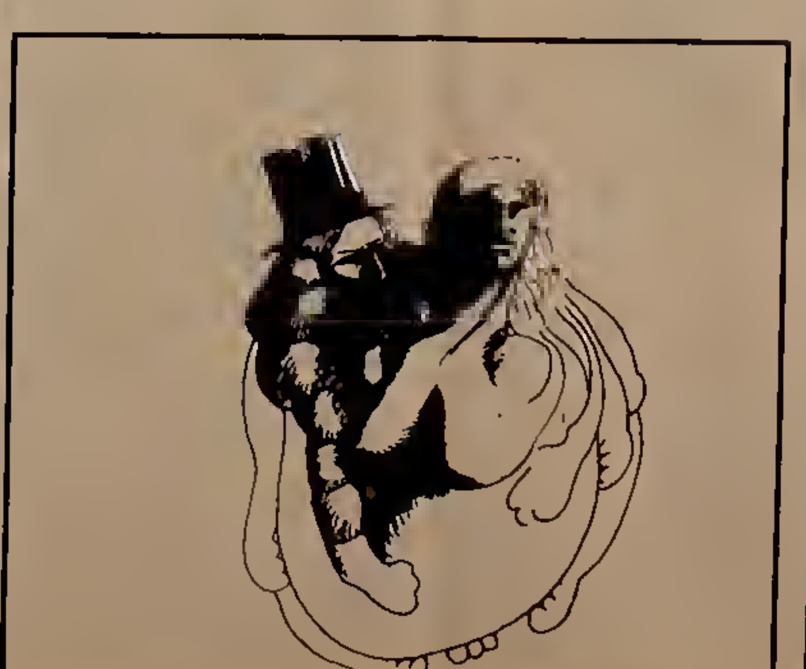
I, for one, am grateful for the helpful suggestions Idiot's Delight ads make for my wardrobe, feel compassion for Don Robar's poor ol' divorced men (as every woman should), and would love to meet a fascinating man at Hathaway House. Are we girls at Wellesley in danger of losing our oh-so vital femininity?

My boyfriend, Mac Nally, at Harvard likes his girls to be girls. All these women's libbers turn him off and are giving Wellesley a bad reputation. I certainly would hate to see the image of a fine institution like Wellesley be marred by the activities of an unenlightened few!

I miss the days of charm school and coming-out parties. Wellesley would do well to institute a few courses along those lines. They would be far more helpful to a woman facing the cold, harsh world than a degree in economics.

Liberation sounds nice; but wise up ladies and face the facts. It's a man's world.

Kitty Cattson



"But Dear, I love you for your mind."

Winter term warms spirits; Cools myths of community living

To the Editor:

As an active supporter of Winter Term, I want to express my admiration and warm thanks to all those people who have worked so feverishly to make winter study at Wellesley in January, 1975 a reality. Wellesley's first Winter Term promises to be a smashing success!

The activities will be stimulating (if course titles are an accurate indication) and will provide students the opportunity to round out their educational experience with some "fun" courses for a change.

Moreover, Winter Term participants will learn what it is really like to live in a community. Some may say that we have all been doing that for some time now, but you are wrong. Winter Term will reveal to us the error of that myth.

Living together is one of the most important aspects of community life; and, as we all know, living arrangements have been worked our smoothly and to the satisfaction of everyone. The residents of Bates, Freeman, and McAfee, who so cheerfully volunteered the use of their rooms, deserve a special thanks. Their enthusiastic cooperation has been a big help in the planning of Winter Term.

With this success under our belts, we should plan to tackle bigger and better things. How about the residence contract? That definitely needs some revision — grants the student too many rights, we all know that power is dangerous in the hands of those who do not understand it. But that's just a hint of what's to come ...

R. Polly Sle

Good ole days

To the Editor:

Life is certainly exciting here at Wellesley. The way of life around my dorm this year defies description. Let me give you an example of a typical day. As I lie in my bed in the morning, I am gently aroused from my sleep by the Rolling Stones serenading me with Brown Sugar. As long as I'm awake, I decide to eat breakfast. I trip unconsciously down the stairs to the kitchen. As I wait in line for food, the girl preceding me carries on a treasure hunt in the doughnut tray. Finally, she finds what she wants — 1½ doughnuts. I, just as choosy, pass up the pawed tray and settle for a light breakfast of tea and orange juice. Then, it's off to class. Unfortunately, I sleepily sit myself behind a chain smoker. I gag my way through 70 minutes of history, priding myself on my perserverance and endurance. After class, I return to my dorm for a bit of tea. As I pass the bell desk, I notice that something is missing. It's the bell girl. Where can she be? Ah. I see her snuggled there under the table. Next time she'll remember to wear her housecoat over her nightgown. I proceed to the living room and I see my friend and pal, the head of house. She's so amiable between her whispered curses on the value of a weekly tea, which she hands me with an engaging smile. This is the life. After a leisurely and gluttonous visit with several friends, I return to my room, grab my I.D., and I again direct myself to the kitchen for dinner. The dining room seems different. The atmosphere seems transformed by some dream-like quality. Now I realize that this is caused by smoke pervading the room. No, it's not a fire. Several smokers, puffing nonstop, are lazily sprawled under the no smoking sign in the northeast corner of the room. I eat and pick up my tray to leave. As I turn to walk toward the conveyor belt, I almost tumble to the floor in the wake of a starving student who is hastening to the kitchen door. As I walk out, I think that yes, these will be the good old days.

Cross-eyed Critic

Wellesley News

The Big Enchilada .... Flo Job
Mizmanaging .... Robot Zygote
Foot Ailments .... Aching Peddie
Suzzanne McTiger Emerita .... Nan McTiger
Button-Maker .... Tante Knapmacher
Deep Throat .... Lin Fractured
Grass Roots .... Pot Mell
Artsy-Fartsy .... Freebie Fanne
Is There Anything Happening? .... Sharon's Callin'
Jock Itch and Chief Baller .... Jackie Lalanne
Circulation .... King Alphonse Ervay
Dirty Pictures .... Sasha Breast
Sexist Ads .... Fifi Pignotti
.... Katie Plus
Deficits .... Jaynie Tiller
Advisor .... Bahs The Jewell

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Publishing Agent Dales Inc.

Sports perspective:
Mary Young '76

Sports take off in '75 for women and Wellesley

A quick look at just a few of the latest developments in women's sports and some prognostications for the coming year deservedly go in my last column of 1974.

The blockbuster of antidiscriminatory law, Title IX, received qualification recently by a House-Senate conference committee that voted to exclude fraternities and sororities and allow schools to continue to operate separate gym classes for boys and girls. 1972's Title IX appears to be losing its ERA-like comprehensiveness as application problems loom big, though these qualifications will hardly detract from the revolutionary aspect of the law.

Women broke into a host of male-dominated sports, either alongside the men or in parallel leagues. Notable were Denise Boudrot, 22-year old top jockey at nearby Suffolk Downs, Jane Chastain, 31, former model signed to a three-year contract by CBS as a sports reporter, Cyndy Meserve, Pratt Institute freshman who made the men's varsity basketball team and as of Friday stood to be the first woman to play NCAA ball.

Chastain started out doing pro football telecasts, while Meserve was declared a viable performer on the Pratt 15-man varsity, not even the worst player, according to her coach.

Meanwhile, pro leagues in basketball and football were begun, both very limited in scope, and we can expect to hear more from them in 1975.

The incomparable Billie Jean King and a cadre of capable female tennis players earned equal laurels for their respective World Team Tennis teams, where the women's matches count as much as the men's in a team's standing. Billie Jean continued her commitment to the sport of tennis and women's sports in general with her whirlwind routine of competing, teaching and furthering the women's sports revolution in her successful magazine, *Women Sports*.

The money began to flow and will flow bigger as universities, more so than colleges, knuckle under the pressure of Title IX and the brewing of full-fledged emergence of women's sports. The ante stands at $83,000 at Ohio State and $30,000 at Maryland, though Texas A&M remains in the dark ages with $200 for ten sports.

At Penn State, the ante runs at $160,000 and at Pittsburgh, it is $130,000. Look for others to follow suit.

"We want to win. We will do what has to be done to win. That is what we are here for," Pitt's assistant athletic director Sandra Bullman was quoted recently as saying. Penn State's Della Durant, head of women's athletics, said in the same AP article she seeks "The excellence of women in sport ... the team champion...the All-American. Look fast, and you may catch the first women's NCAA AllAmerican basketball or tennis team.

While universities pour the money into women's programs, don't settle for the status quo at Wellesley. There were 1,089 responses to the P.E. department's recent questionnaire. Don't expect the P.E. requirement to be chucked; a shaving of two credits is all I, the pessimist, would predict. Even so, Ms. Spears, who headed the department before Ms. Vaughan, reportedly has said that once you enter Wellesley, you finish the existing requirement before you leave, even if it is scuttled while you're still here. Too bad you didn't know that before you answered the question, right?

The spring semester is in the offing, and basketball, fencing, gymnastics and squash will occupy lots of students. Look for good stuff from all of them. The basketball team has a new coach, Ms. Earle and a few very talented new players to udd to a talented group that hopefully will return. Fencing's on the go already as well (see related article). Squash sees a host of upcoming players to replace many who were lost through graduation. Coach Darcy Holland's raqueteers women will quickly shape up their games in Massachusetts state competition as well as intercollegiate play. Gymnastics ranks as the big surprise, with well over a dozen people showing up at practices now. Coach Bonnie Wiencke says she might get the group into a couple of meets. That's a big move for a group that didn't exist last year.

1974 has shaped up as quite a precursor to a bigger and better 1975 in the world of women's sports.

A slight mishap occurred recently on the third floor of Mary Hem as an over-zealous fencer, struggling to ready herself for rigorous Seven Sisters competition, impaled her own Wellesley teammate. "Save it for Smith," says her fallen comrade with disdain.
NEWS action photo by Boodle
Betsy Monrad '76

Olga showcases USSR tour in Boston

By Pam Chin '75

During the month of November, the USSR National Gymnastics Team toured the country with a superior exhibition of athletic prowess. World and Olympic champions Ludmila Turischeva and Olga Korbut headlined the group of male and female gymnasts from the Soviet Union. The fourteen member team captivated and amazed SRO crowds wherever it went. The stop in Boston was no different.

From the opening introduction to the closing parade of athletes, there was only one thought in the mind of the audience — Olga. Who is unaware of her meteoritic rise at Munich in 1972? Who has missed her on ABC's *Wide World of Sports*, where she is nationally showcased? The effect was further heightened with the absence of Turischeva due to injury.

Way back in 1972, Olga was the underdog, the young upstart in a sport that demands maturity. Today Olga Korbut is 19 years old and burdened with responsibility. Much is demanded of her by her international legions and the government in Moscow.

Such pressures can take their toll. First there was the back injury, then an ankle problem. There have been reports of good old capitalist ego trip. In spite of all the past difficulties, Olga is still an excellent gymnast. Her performances on the beam and uneven parallel bars were a bit off, but then Boston was the fifth city in the cross-country junket.

This trip must have also been anticlimactic, as it followed the 1974 World Championships in Bulgaria. Olga placed second to Turischeva in the all-around event, but captured the gold in vaulting. Ludmila won individual titles in balance beam and floor exercise, events that Olga had triumphed in at Munich.

In fact, the purists will tell you that Ludmila Turischeva is the finer gymnast of the pair. Her twisting moves on the uneven parallel bars are unmatched as is her tremendous form. At 22, she is considered by many to be the best gymnast in the world, and has the gold medals to prove it.

However, Olga and Ludmila are not the only superb gymnasts on the Russian team. The Soviet men are second only to the Japanese in world competition. Names like Nikolai Andrianov and Victor Klimenko may not sound familiar, but among other male gymnasts they are highly regarded.

Andrianov performed an astounding triple flyaway from the high bar, in addition to a crisp parallel bar routine. The other men were no less impressive on side horse and still rings, completing moves too complicated to explain here, but easy to appreciate on sight. Male gymnasts around the world will have to look out for the likes of Vladimir Marchenko and Paata Shamugia, both 22.

The greatness of the U.S.S.R. gymnastics team lies in the depth of its talent. Olga Korbut and Ludmila Turischeva are only two in a tremendous line of Soviet gymnasts over the years. Names like Tamara Lazakovich, Larissa Latynina, and Mikhail Voronin generate a magic of their own.

Relatively new entries to world viewers are the sports of modern rhythmic gymnastics and acrobatics.

The husband and wife team of Galina and Yuri Saveliev displayed a heady acrobatic routine, which included near-unbelievable stunts. In one, Galina did a full turn in the air to land once again on Yuri's hands. Their poise and athletic ability combined to bring cheers and bravos from the otherwise politely applauding viewers.

World champion Galina Shugurova and Galina Shafrova demonstrated modern rhythmic gymnastics to a spell-bound crowd. In this event, a prop like a ribbon on a stick or a ball on a hoop may be used, but no tumbling somersaults or flips are allowed. In the hands of these experts, the prop assumed a life of its own in the routine as an extension of its manipulator.

A standing ovation in Boston Garden is customarily reserved for play-offs, or other competitive events. Nevertheless, such an ovation plus an explosion of flashbulbs were required before the audience could allow the exhibition to end. We had seen Olga perform "Like a kid playing in the sun," and we didn't want the sun to even set.

Volleyballers end season 4-0

The first-team volleyball squad closed out their season undefeated in regular play last Monday as they demolished Bradford College, 15-8, 15-10. The second team squashed Bradford, 15-3, 15-2, to close out a 3-1 season.

November 19 saw the team sweep Assumption College, 4-15, 15-11, 15-11 and 15-2, 15-0 in the second game. Coach Judy Burling said the first team throughout the season was slow in warming up in the first games, dropping them and coming back to win the next two. The second team won easily, as usual, said Ms. Burling, with Wellesley's first-game performance marked by 14 straight points served by Sidonie Walters.

Against Bradford, the Wellesley team put forth a strong two games to avoid a rubber game, sparked by the strong serving of Bernalyn Jones, Barb Schnorf and Pam Burleson. The second team completely overpowered Bradford, with Pat Leung the most consistent server in the pair of games, according to Ms. Burling.

"A major improvement over last year!" was the way Ms. Burling summed up her team's efforts in 1974, even while noting the four losses the squad absorbed at the Mt. Holyoke Invitational Tournament.

Four unidentified Quad residents took to practicing their newest sport — sublimation — as the approaching exam time and the small size of Wellesley beds began to take their toll.
NEWS action photo by
Alexandra Nurd '74½

Fencers crouch for February

The fencing team began practice November 5 and is gearing up for four-a-week practices in February in preparation for a tentative seven-team schedule of competition.

Coach Judy Burling and Nancy Simons '75 will lead the team against Brandeis at 7:30 on February 6 at Wellesley to kick off the season. The Wellesley team belongs to the New England Women's Intercollegiate Fencing Association.

Anyone interested in fencing over Winter Term should contact Nancy Simons in Pomeroy or Ms. Burling, P.E., ext. 423. Fencers of all skills levels are welcome at practices.

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Leadership Conference reports: Studies communication on campus

Prepared by Melinda Little '75
President of College Government

The Leadership Conference was held on Friday, Sept. 20th, on George's Island. The Conference, which is a yearly event funded by the College, was planned this year with two specific goals in mind. The first goal was to give the leaders of the College the chance to recognize and make contact with each other out of uniform. Such a recognition is helpful for working together throughout the year. The second goal, in contrast, was very specific. The day was planned as a problem-solving session, with each discussion group period acting as a step in that overall process. By going on the assumption that many issues and problems were identified during the last year at Wellesley, topics were developed with the intent of both airing the issues and forming their solutions.

The following is a summary of the day's discussions. I hope that you not only will read the summary, but will discuss and deal with it within your own group.

I. Opening remarks by Linny Little, Pres., College Gov't. Linny shared with the group her goals for the Conference, and by doing so set a positive note of accomplishment to be felt throughout the whole day.

II. Talk given by Wilma Scott Heide, former President of NOW and presently a Residence Guest at Wellesley. Along with specific remarks about the breadth of concerns that need to be met in the women's movement, Ms. Heide challenged Wellesley with the following words (approximately): "It is difficult, if not impossible to justify a women's college if it is not feminist. I am surprised to find that at Wellesley there is a 'women's center' and a 'coordinator of women's concerns'. I thought all of Wellesley was a women's center, and was existing for women's concerns."

III. First Discussion Group Period.

The topics were deliberately broad, for the task of the participants was to explore the general topic and come up with specific subjects for the second discussion group period.

Topics:

1. DECISION MAKING: WHAT METHODS CAN WE USE TO MAKE DECISIONS THAT WILL BE ACCEPTABLE TO THE WHOLE COMMUNITY!
2. HOW DO WE DEVELOP WOMEN'S PROGRAMS THAT FULFILL THE COLLEGE'S COMMITMENT TO THE VALUE OF A WOMEN'S EDUCATION AND HOW DO WE COORDINATE THE PROGRAMS?
3. COMMUNICATION
4. HOW DO WE INTEREST STUDENTS, OTHER THAN BLACKS, IN THE BLACK STUDIES COURSES?
5. HOW DO WE DEVELOP THE POTENTIAL OF THE GUEST-IN-RESIDENCE PROGRAM?
6. HOW DO WE BRING OUR LIVING AND OUR LEARNING ENVIRONMENTS CLOSER TOGETHER?

Group No. 5 merged with Group No. 6

Summaries:

1. *DECISION MAKING*

Problems:

a. Decisions are made without proper airing and debate

b. Committee members must have a clear understanding of how to communicate with their constituents. The question of confidentiality within committees must be well understood and defined by committee members.

c. Tentative policies should be put out in January to be discussed and hence revised in March.

d. Decisions must include the rationale behind them.

Suggestions:

a. Include duties and descriptions of committees and names of their leaders in Handbook revision.

b. Set up timing and timetable for decisions.

c. Make committees understand that it is their responsibility to keep others aware of their work.

1. Periodic reports should be made thrnugh channels such as House Councils and Senate.

2. Periodic reports (preliminary policies, etc.) should be published in *News* or in the *Sheet*.

3. Open committee meetings should be publicized.

2. *DEVELOPMENT OF WOMEN'S PROGRAMS*

Problems:

a. As a women's institution, Wellesley has a unique chance to educate women to their worth as individuals yet before we can do that we need to define our educational goals: we need to take a hard look at the quality of Wellesley's academics — whether we want women to be educated within just the classroom, or outside the classroom as well.

b. Wellesley women have little respect for each other — there is no sisterhood.

c. Wellesley vs. the feminist institution — Is the curriculum at Wellesley, different than at other schools? NO. Feminism must be more than separatsm. There exists at Wellesley careerism, without feminism. There is an acceptance of the world on men's terms.

Suggestions:

a. Make a Career Internship Program available.

b. There should be student designed courses.

c. Hold a panel in which men talk about women.

d. Include in the MANY ROADS CONFERENCE the questions of the conflict of career vs. mother and that of education of men to new women.

3. COMMUNICATIONS

Problems:

a. Apathy — people complain but do not participate in decision-making forums. They don't read the available information on issues until the issues reach a crisis level.

b. Frustration levels reach a high point when one tries to find the people with correct info. and with the power to make the decisions.

c. Different groups have different problems. You'll never satisfy everyone.

Suggestions:

a. Selling of news by Senate Reps. — word of mouth is the most important method.

b. Circulate Senate Newsletters within the dorms.

c. Put up bulletin boards — one per hall in each residence hall.

d: Institute floor meetings with floor reps.

e. Publish WBS Program Schedule with regular news slots.

f. Remember Non-Res. and Con't Ed.

g. Make available comment books for comments and answers in key locations.

4. HOW DO WE INTEREST STUDENTS OTHER THAN BLACKS IN BLACK STUDIES COURSES?

Topic Suggestions:

a. White students feel intimidated — they are fearful of being in the minority. (Is intimidation a factor in classes generally?)

b. Black Studies are not seen as "serious" or "relevant."

c. 1. How do other departments view Black Studies?

c. 2. And how does the Black Studies Dept. relate to other departments?

e. 3. Do departments jealously protect their own interests?

d. students aren't advised of the possibilities of the Black Studies Program.

e. The problem of Black Studies as a new dept. amidst other well established departments.

f. Does Black Studies, as a new department, make courses more difficult, in order to gain credibility?

g. Are attitudes toward Black Studies different in a small institution when compared to a larger one?

h. Black Americans are not seen as a truly cultural group.

i. American Blacks are no longer "exotic" and therefore do not merit study.

5.&6. *HOW DO WE BRING OUR LIVING AND OUR LEARNING ENVIRONMENTS CLOSER TOGETHER?*

Suggestions:

a. Institute a Faculty Fellow Program.

b. Poll faculty members for outside interests that they would be willing to share with others in the community.

c. Make it possible for C.E. students and Non-Residents to eat in residence halls.

d. Give special invitations to faculty members to join with students at TSIF.

e. Encourage Shared Experience Program and other internships.

f. Find some mechanisms to break down social barriers.

In order to make any of these programs work, a small group must be responsible for their success or failure.

IV. Second Discussion Group Period

The second discussion group period topics were fashioned right out of the concerns of the previous discussion groups. In this second session, the participants were asked to make specific recommendations on ways to cope with the problems voiced in the topics.

Topics:

1. How should members of committees get information out to the community?
2. How should we communicate decisions to the community, in a way that is acceptable to it?
3. Functions of house council.
4. Constructive ways of "selling" black studies.
5. How to break down student inhibitions in class.
6. How to control rumors on campus.

Summaries:

1. How should committees get info out to the community?

The group first broke down the types of committees that must be involved in this question:

a) Senate committees
b) Academic council committees
c) Trustee committees.

The ideal way of disseminating information is this:

Info from committees
Senate
House Councils
Students

After recognizing that the ideal is far from the reality, the group made the following suggestions.

a. ask for bi-monthly or monthly reports to be made to Senate by each committee

b. institute a training program which trains Senate reps the methods that are necessary to communicate effectively. The reps would then be equipped to act as communications officers within the residence halls.

c. Invite faculty and administrators to sit in on House Council — leaders must take the initiative to get people involved and informed in order to promote a vital environment which will stimulate people into thinking.

d. Have floor reps, rather than class reps.

e. Put bulletin boards on every floor.

f. Begin putting out notebooks to gain feedback from individuals.

g. Put together a directory of committees and student representatives.

h. Institute a formal news show on WBS

i. Develop NEWS. — add a column to NEWS which gives the information on actions pending in committees.

j. set up committees to discover how other campuses disseminate information.

k. include in the weekly bulletin the time and place of meeting of the committees open to students.

2. How should we communicate decisions in a way that is acceptable to the community?

Problem:

The pain that is involved in decision making issues was reflected in the notes made by this group. The group touched on issues such as a) the lack of trust between students, b) the value of information transmitted through President's Advisory Council c) the lack of responsibility of student representatives. The group move on from these concerns to make the following suggestions:

a. know what decisions are crucial.

b. have a Senate oversee or ombudsman for committees

c. clarify responsibility of student representation,

d. set up a videotape index in Schneider

e. build up the level of trust within the community

3. The function of House Council.

This group's discussion can be split into two parts. The first part was devoted to talking about communications, out of which came the suggestion to institute a communications officer on House Council. The group also stated a desire to encourage students to use the resources at the Info bureau, Info Box and Info services office.

The second part of the group's discussion focused on the structures of House Council. The group expressed uneasiness about the question of the Stone-Davis student staffed dorm plan, and whether the plan would be forced on other dorms or adopted by other dorms on a volunteer basis.

Conclusion:

Each Residence Hall should determine the structure and function of its House Council in accordance with the character and needs of the particular dorm.

4. Constructive ways of selling black studies.

Problem: There is a prevalent attitude at Wellesley that Black Studies is either not serious or is too specialized.

Solutions:

a. must emphasize its benefits both in the catalogue and through the Dean's office on the grounds that Black Studies broaden the insight of both Black and White students.

b. consider black guest-in-residence

c. offer an evaluation of the courses given in the Black Studies department.

5. How to break down intimidation of students in the classroom?

Problem: Intimidation exists on several levels. There is intimidation of students by faculty, of student by students, and of faculty by students.

All of these feelings are based on basic mistrust and misinterpretation which needs to be discussed openly.

There needs to be more informal contact between faculty and students.

Solutions:

a. It is not clear what faculty members expect of their students therefore there should be more open discussion at the outset of each course. The open discussions could be supported by conferences outside of class

b. Write a catalogue that describes the methodology of each professor.

A copy of the entire report can be obtained from Linny Little, '75, President of College Government.

Workload evaluation cont.

Continued from page 1.

time on my work just to get a C or B grade.

2. There would be too much pressure if a student met all the demands placed on her.

I very definitely feel that if a student chose to respond to all the demands made on her by her courses she would not have time for any outside or recreational activities. I have learned that the only way to remain a whole person at Wellesley is not to do all the required work, leave the less essential reading undone. Perhaps for unmotivated students it is helpful to assign more work but you are certainly not dealing with unmotivated students therefore, it does not seem necessary for every instructor to structure his course as though it was the only course of interest to his students. Instructors should assume instead that the majority of students are moderately interested in their course and prepare assignments in that light.

Those students, then, who are especially interested can go to the instructor for advice on additional sources.

3. Grading is too hard. That's my complaint, A's do not seem to exist at this school, at least in the English department, no matter how hard one works or how well one does. There seems to be an obsession with B+s and A-s, though I admit there aren't many Cs either. The problem I have faced is that the amount of work required to get an A over a B is much greater than the extra effort and time necessary to get a B over a C. It is worth the effort to me to work for a B, but I would rather keep my sanity than attempt an A.

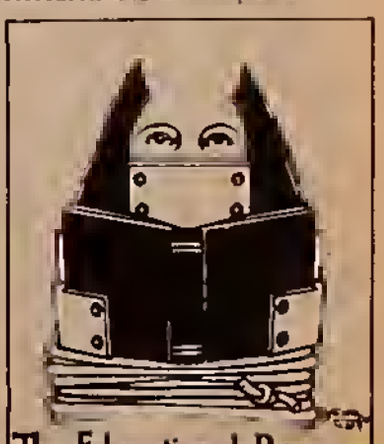
4. Calendar is defective. If we are to have 4 days of reading period then we cannot be expected to finish 3 term papers and 3 exams (a common reading period work load) in such a minute amount of time. I think that the new calendar is going to increase the academic pressure even more. I hope that the faculty and administration are aware of this. Some adjustment is going to have to be made and the final work expected of the students is going to have to be adjusted. We simply cannot meet the final requirements as they have been in the past, if our reading period is cut to four days, and retain our sanity. I think it is a shame that we must create this immense pressure for the sake of having a summer vacation in January. If you have the money to travel, it might be nice, but most of us don't. Therefore, we also don't have the money to pay for a January academic program. We are paying for a full year of education already which I think we are all losing out on.

GENERAL COMMENTS ON STAFF

The move by many professors towards assigning major projects at the beginning of the semester rather than waiting till the end is greatly appreciated. Another common factor among my work-harassed friends is that we feel we have, and Wellesley has encouraged us to "bite off more than we could chew." I think that if I had not decided to double major or had had more guidance in the choice of my courses, I would have undoubtedly done much better academically and personally at Wellesley. Some professors make unreasonable demands on student time. A lot of them don't seem to realize that you do take 3 other courses.

I think most professors here definitely lean towards the impossible/unreasonable. It seems as though teachers are not interested in making everyone learn. They don't take up enough time with students that have a harder time learning. The teachers assume the student doesn't care. Trick questions on exams are unnecessary. One factor that partially compensates for this (pressure) is that most teachers are very understanding and will give extensions quite easily. This attitude helps to relieve some of the pressure. Specific complaints I have include: courses which involve huge quantities of reserve readings which are never available; courses in which instructors stick like glue to what they want to cover and cut off really fascinating discussions on particular issues; courses in which instructors repeat the essence of the readings in great length before discussing them, so that you know you don't need to both do the reading and attend the first half of the classes, but you're not sure which. I feel that the pressure is not so much from the work load as from the grading system, in which only a select few get A's or A-'s, regardless of the general work quality. I think that standard criteria for each course would be fairer and less arbitrary. If you want to improve this place, make the administration generally more response to students and employees.

For a copy of the entire report ask at the Office of Educational Research and Development.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Wellesley College Surrealism week commences with a production of "The Boys In the Band."
Photo by Sasha Norkin '75

Why There's No Article Here

by Exema Eckheart '75

I was going to do a movie review, but the last person from Wellesley who reviewed a film at a Sack Theatre said it was so rotten that they wouldn't accept my press pass.

The guy I was with was such a lug that he refused to pay the price of the tickets. An I'll be damned if I'll pay to have some Business School creep I met at a mixer and who called me fifty-four times before I finally said I'd go out with him, sit next to me and paw me at the movie I knew was going to stink anyway.

My article was due Monday morning, and this fiasco occurred Sunday night. So in desperation I suggested we get something to eat in hopes I could write a restaurant review.

Mr. Future President of General Motors thought dinner was a great idea. He recommended Chicken-Cup-A-Soup in his room, or a Schneiderburger in mine. By this time all I wanted to do was get back to my room, take two aspirin, and watch Upstairs-Downstairs.

Damn the whole thing. I'd just tell my editor things didn't work out, and if she was stuck for space, she could print my apologies. She's an all A bitch who always cuts my articles to shreds, anyway. I'm sure she's had silicone injections because her nipples are about the size of my head. Or maybe they just injected the stuff they took off her nose into her boobs.

I was going to tell her this, but I realised since I was a senior and I wanted to be a journalist and my resume consisted of a blank page, I probably should stay with the Wellesley NEWS till the end of the semester.

Well, when we got back to Wellesley, El Executive was shocked to discover he didn't have *enough gas to get back with.* And with the energy crisis, there was certainly no way he could get a refill at this hour.

This unimaginable occurrence necessitated his spending the night, and since he didn't want to be in anyone's way, he and common sense dictated he spend it in my room.

Resume or no, my dorm fed approaching 350lb. body couldn't handle him and writing an article. Besides I was feeling faint by this time because I'd only consumed 10,000 of my requisite 30,000 calories a day.

But the evening wasn't a total loss. I got Mr. Gray Flannel to write my Econ paper: "Compounded Interest on Deposits in Sperm Banks."

I would like to take this opportunity to thank just a few of the people who have made this semester more bearable by bearing with me: Amy "Scab" Goodfellow, Gretchen "Scar" Clark, Heidi Arshloch and Meg "Slam" Lahey, the Beebe Bridge Bunch, Andy Colb, Judy Burling (Maalox and all), Linny Little (who makes me look rested), Bettina Blake (for tireless correspondence), Mr. Stettner (for endless patience), Mr. Baras (for lunches cum interviews), for Schneider's coffee, the Security force, my friends in the Union, and the rest of you should know who you are ... Thanks again.

Flo Davis

A Straight Article About Art Majors

by Amy Goodfellow '76

Wellesley's Studio Art major is in its second year. The studio department has been actively expanding its curriculum since the inception of the major. Beginning and advanced level work in photography and sculpture are now available, as well as more rigorous training in graphics and design. The department is seeking to develop a strong program in these disciplines, augmenting the already well established painting program.

To date, seven studio majors have graduated. Six of these 'special' majors of the class of 1973; one major graduated last year. According to James Wilson Rayen of the Art Department, approximately 80% of these women are presently in graduate school. Most are doing advanced work in painting, although one is in illustration. Wellesley has had particular success in placing art majors at Boston University, Columbia, and Penn for further training. This year's senior class has two studio majors. The junior class has approximately ten, and there are two continuing education majors. These figures are indicative of the growing popularity of the major; a trend anticipated by department members.

Rayen emphasizes the importance of the graduate degree for the artist in relation to job opportunities. An M.A. is essential for college and frequently secondary school teaching, although Rayen added that the job market for teachers "couldn't be worse." He noted that graduate training is often "incidental" in regards to the development of one's own work.

Current studio majors may be interested in careers in other areas. Commercial art demands technical preparation "not necessarily handled in a straight fine arts situation." Art conservation is another possibility. Rayen indicated that although more schools are offering graduate work in conservation, the mastery of skills is often more important than a degree when looking for a job.

Although gallery or museum work offer a chance to make contacts in the art world, the pay is low and an advanced degree is necessary for successful advancement.

Rayen spoke of the frequent exploitation of women experienced by those involved in the art end of the publishing business. Such exploitation can make it difficult for a woman interested in pursuing such a career, unless she is prepared to deal with it.

Despite this somewhat bleak picture of the job market in art related fields, it is equally tight for both men and women. Women may in fact have a current "edge" in the teaching market. Rayen concluded his remarks on an optimistic note, stating that this "shouldn't ultimately be defeating", and expressing his conviction that "excellence will show out in the long run."

Wellesley Widows — concert cancelled because the group must attend a memorial service in honor of their late husbands.

Tupelos Concert has been cancelled due to the arrest and incarceration of most of the group who were found fooling around on Tupelo Point with members of the Air Force Cadet Chorale — donations for bail can be sent to the Music Department Office.

This is a Serious Box ...

Mime Workshop — Lunchtime Theater Repertory Company"
directed by Joan Friedman, Karl Kirk, and Nicholas Linfield

We have three main objectives (with possibility of participating in any of all three):

a) Karl Kirk will direct a mime workshop from 9:30 - 11:30 on Wednesday, Thursday, Friday, January 15 - 17; thereafter on Monday, Wednesday, Friday, each week, from 9:30 - 11:30, in Mary Hemenway gymnasium.

b) We will prepare seven or eight productions of one-act plays for lunchtime theater in Schneider, Semester II; rehearsal times are scheduled 1-3, 2-4, and 8-10, in Founders and Schneider. Some of the proposed productions: *Sartor Resartus;* Strindberg: *The Stronger;* Chekhov: *The Bear;* Pirandello: *I'm Dreaming — Or Am I?;* Beckett: *Not I;* Pinter: Sketches. We also hope to have two or three pieces written by Wellesley students. We invite further suggestions. (Directors, Casts, etc. remain to be decided on.) Also: each Saturday, 9:30 - 12:00, collaborative meeting in Mary Hemenway gymnasium.

c) Each Tuesday evening of Winter Term we will present a performance in Schneider. Tentative productions:

Tues., 14th 8:00: An evening of Mime with Joan Friedman, Karl Kirk, and Nicholas Linfield.
Tues., 21st 8:00: Plays in production: open rehearsals of productions in progress.
Tues., 28th: A sample of productions prepared for lunchtime theater.

The Workshop/Repertory Company is open to all who are interested. We invite you to join us (if not before) after the Tues. 14th performance, to sign on and/or discuss specific choice of production, etc.

Note: To gain some idea of the theatrical techniques we'll be working on, see the National Theater Institute Bus Company's Workshop, December 12th, Alumnae Hall.

Arts Editor, Fanne Freeble, late as usual, on her way to Psych 101.
Photo by Mrs. Foxe Freeble

An Ounce of Prevention

by S. Morus Schlump '77

In his latest volume, *My Latest Volume*, B.S. Ounce once again proves his eminence as a poet and bookbinder.

Mr. Ounce also accomplishes a feat of technical virtuosity. Each of the 17 poems in this volume are taken from a master list of 247 words Mr. Ounce thoughtfully prints on the dustjacket.

The use of 247 words emphasise the duality Mr. Ounce has always striven for; the poems while suavely compressed are also elegantly expansatory.

The compression is due to the fact that in most poems he uses a maximum of 17 words. The expansion occurs because the poems are so remorselessly dull and void of meaning that one's mind wanders along a multitude of avenues, to try to prove it is still a living organism.

Mr. Ounce also draws heavily upon such noteworthy works as Shakespeare and the Bible. For example several poems are based on Shakespeare's prize winning line: "To be or not to be, that is the question." In poems 2, 5, 11 and 16 the words, "to" "not" "to", "that" and "is" are repeated to form a very pretty pattern.

From the Bible Mr. Ounce relevantizes ancient themes apparent in the words, "and", "seven" "she" "he" "go" and "Chenaanah."

This latest volume puts a little mucilage on Mr. Ounces grip on a rung on the literary ladder of life. Anxiously awaited future works should cement him solidly next to the eminent Rod McKuen.

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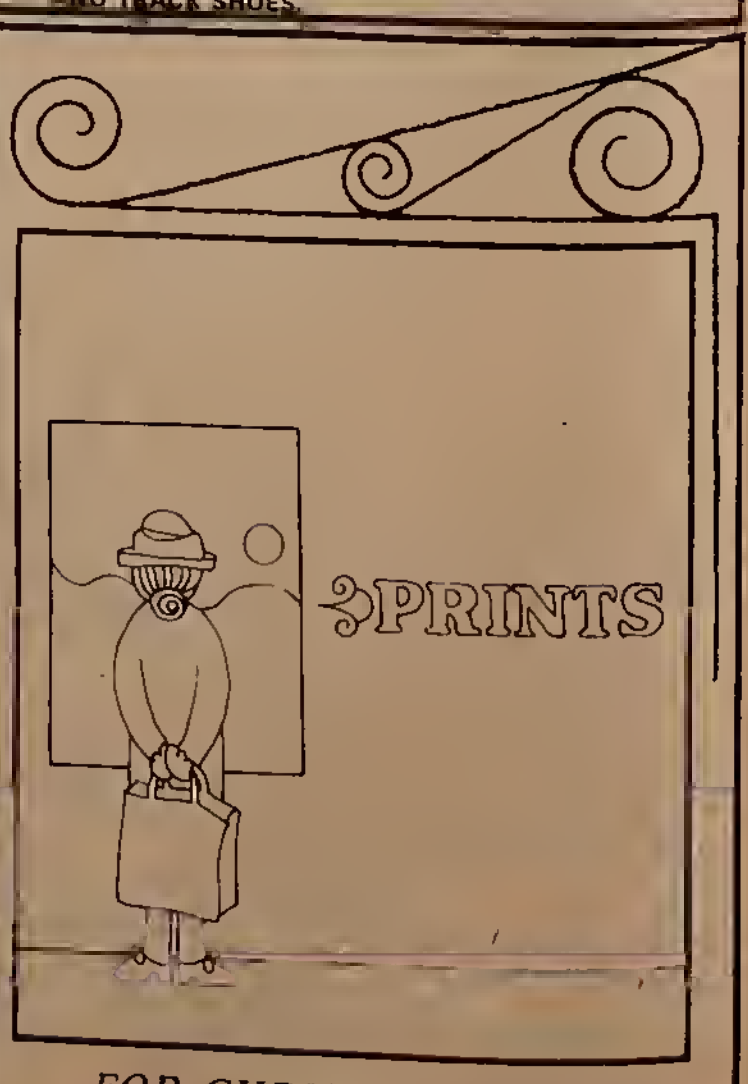

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Letters to the Editor

Unenlightened policy discriminates

To the Editor:

Enclosed is a copy of a letter I have written to the Director of Continuing Education at Wellesley College, Ms. Betty Lou Marple. I feel that this is a pertinent letter for the student body at large. If the enclosed letter could be published in the letters to the Editor's column of the Wellesley NEWS perhaps evening schedules for Continuing Education students would be instituted.

Whatever assistance you could lend in an effort to highlight this unenlightened policy at Wellesley would be appreciated. Even a follow-up interview with Ms. Marple on the goals and methodology of Continuing Education?

Dear Ms. Marple,

I am writing to you because of very definite negative feelings I have toward the Continuing Education Program at Wellesley. In inquiring about attending Wellesley under the Continuing Education Program, it is my understanding that no evening courses are available. I sincerely wonder if Wellesley has considered the ramifications of such scheduling. (?)

By retaining a "9 to 5" academic schedule in the Continuing Education Program, Wellesley will remain a bastion of upper-middle class America. Realizing the percentages of full and part-time working women Wellesley has excluded through "scheduling" one must question the commitment that Wellesley has made to the motivated, full-time working woman. Few women can afford to quit a full time job even in order to attain professional skills or educational credentials to promote themselves. Primarily those who can afford it often live off the income of a mate or parent. Is this the new woman that Wellesley will create ... parasitic and economically dependent? Aren't these the roles of women that education seeks to abolish?

My current employer is one which provides tuition reimbursement to their employees. This circumstance coupled with my excitement over the possibility of returning to school and the proximity of Wellesley College to my home all encouraged me to seek the superior academic environs of Wellesley College.

It seems that as a full-time working woman, with sincere desire to learn and economic means there is no support for women like myself from Continuing Education in the form of an evening schedule.

CONVINCE ME IF I'M WRONG.
DEVELOP AN EVENING SCHEDULE.
OPEN UP! WELLESLEY!
(OR YOU BE MEETING THE NEEDS OF WOMEN TODAY!)

Adele E. Tracy

General Judiciary Defends chief justice

To the Editor:

In the Editor's note following Melinda Little's letter to NEWS November 22, there is the implication that the delay in action on the Honor Code is due to irresponsibility on the part of the Chief Justice. Because, in fact, she has been dealing carefully with this matter we would like to correct any impression to the contrary.

During this last summer the Chief Justice and the President of College Government prepared to introduce into Central Registration the mandatory pledge to uphold the Honor Code as they had been directed by the Honor Code Committee and Senate. In the week before College opened the college lawyer raised questions about the legality of this procedure and it became clear that its implementation had to be delayed. This delay was in no way the fault of the Chief Justice.

In September and throughout the fall she carried on a program of education for the entire community, distributing the new *General Judiciary Procedures and Guidelines*, and speaking at class meetings, Academic Council, and Senate. She met with the Vil Juniors and Heads of House. In a small group composed of members from Senate and Mr. Loehlin from the Honor Code Committee, she worked to develop a signed honor statement that would answer earlier objections.

In the meantime other members of the college community have raised further philosophical questions about the Honor Code which cannot be dealt with lightly or quickly. On November 18, the Chief Justice announced to Senate that she would ask Academic Council to maintain the present examination structure while deliberations are continuing. Academic Council has accepted her recommendation at its November 21 meeting. Recently, she held a lengthy, constructive meeting of the General Judiciary to report on what she had been doing and to ask advice. We feel that the Chief Justice is working hard to make possible at Wellesley an Honor Code which functions well and is endorsed by all members of the community.

Elizabeth Blake
William Herrmann
Elizabeth Hair
Vivian Ingersoll
Eric Kurtz
Paula Muntz
Joan B. Melvin
Bea Moe
Shirley Quinn
(Members of the General Judiciary)

A. Trexler defends Dance activities

To the Editor:

As the faculty member responsible for planning the dance curriculum, I would like to respond to Jackie Coleman's recent letter to the Editor regarding the lack of ballet classes at Wellesley.

Ballet I and II are but two of the eight dance activities taught by one dance faculty member at various times during the school year. In addition Experience Dance (Semester I) includes a large ballet component on a more advanced level as do the Dance Group technique classes. Dance Group has recently shown a film on ballet to which the college community was invited, and students continue to take off-campus classes as an independent Physical Education option. All of the above is evidence that ballet is not neglected here at Wellesley even though the present selection of activites may not fulfill all students' needs. Were a salary available for another dance faculty member, there would undoubtedly be more ballet classes added to the curriculum as Ms. Coleman has suggested. A meeting to discuss the dance curriculum is being planned for the end of the semester, and information about it is posted in the dance studio.

Alice Trexler
Dance Activities

Security?

To the Editor:

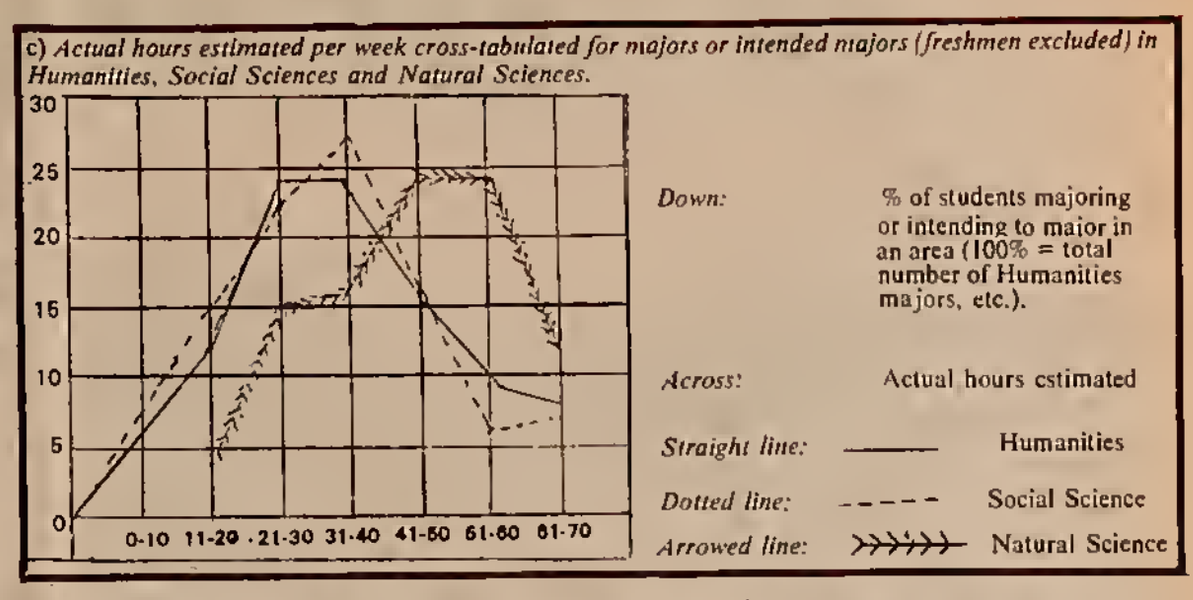
In response to your request for comments on Security —

Twice I have been ill-treated by security personnel —

Once when I asked a policeman to turn the volume down on the television in Schneider so that I could converse with my friend on the second story. Need I tell you the abusive language uttered back to me? Something about the f-ing music being too loud. As a "docile" female, I quietly retreated.

A second time when as a new student, I drove my car the wrong way down a one-way street. As a new student I was shocked to find that Wellesley employed such ill-mannered, seemingly perverse persons.

Martye Marshall



Editorial grossly misrepresents Student attitude about Security

To the Editor:

You can't be serious! The front page editorial about the security force in the Nov. 22nd issue of NEWS is a gross misrepresentation of the attitude of Wellesley students (and according to inside sources, of the NEWS staff itself) about our security force. The only really valid issues raised are the lack of communication about security problems on campus and the parking lot fees. But the overall tone of the editorial and many of the issues cited seemed very petty and unjust. For example, the author dramatically states that "a Wellesley student whose car has been vandalized, or who has been frightened while walking on campus, finds little comfort a at the sight of a Smith and Wesson in the holster of a 63 year old man." I wonder how many of us have ever seen a Smith and Wesson on a Wellesley security guard, and if we have noticed a gun, would we feel better if it was in the holster of a 33 year old man? In other words, many of the issues raised are simply not issues. I hope that the Wellesley security force realizes that they are more kindly thought of (including the 63 year olds) than this article would have them believe.

Articles such as this one and the completely unjust editorial comments about the Chief Justice in the same issue are very disturbing. It appears that the editor is really not quite so concerned with NEW'S responsibility as a source of correct information on this campus" as with its assumed role as the discloser of make-believe "Watergate" issues. This campus needs watchdogs, but they should get their facts straight before acting.

Mary Wood '75

LETTERS TO THE EDITOR

Winter term violates Rights of students

To the Editor:

Although many facts about Winter Term '75 have been circulated by the Winter Term Committee and the Office of Educational Research and Development, some most interesting and relevant facts have remained unannounced. These should be brought to the attention of the Wellesley College community as surely as all other items of information have been. The Winter Term Proposal that Academic Council considered, discussed, and finally approved last spring listed four objectives and eleven topics of procedure. Item number two on this list of procedures was

"No.2. *RESIDENCE:* Only two or three dormitories and one kitchen would remain open. Students from other dorms would move together in the following manner;

a. A sign-up list would be posted with the names of students in the open dormitories *not* staying for Winter Term.

b. Students from closed dorms would sign up to live in the room of a friend or acquaintance on the list.

c. Students in the open dormitories will be strongly encouraged to sublet their rooms to participating students but will retain a right of refusal.

The residence contract is currently being re-written and should include a clause that makes this possible."

Obviously, the Winter Term we are being "offered," which claims the authorization of Academic Council, bears little resemblance to this proposal in terms of residence policy. Winter Term '75 can succeed only if the College forces students who cannot or do not want to attend Winter Term to give up their rooms during January. This forced move entails a great deal of time spent packing, since the College will assume no liability for anything left in the rooms; and it requires such great amounts of time in the midst of final exams. Winter Term '75 is not "voluntary and self-supporting," as Academic Council mandated it should be.

Whether or not Winter Term '75 will occur remains to be seen. If it does, it will represent a gross inequity, a project built upon discrimination and exploitation, of which Wellesley can hardly be proud.

Ellen Myer

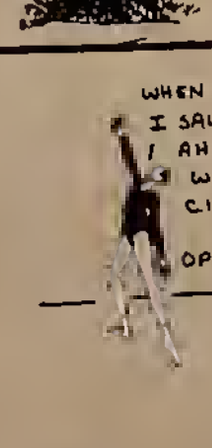
Conference Succeeds

To the Editor:

Following the Many Roads - 1974, the Career Services Office has received numerous reports from the students and the other members of the college community expressing the many values they had found in this second all-college careers conference. Alumnae participants have written to state their deep appreciation and enjoyment of returning to the college to share their experiences and to have the opportunities afforded to meet students, faculty, administrators, and their fellow alumnae.

The success of the conference is due to the widespread and effective help given planning and in carrying out the plans by so many in the Wellesley College community. To students, faculty, and personnel from departments and offices throughout the college, our deep appreciation and admiration for the cooperation and enthusiasm and efficient assistance that made Many Roads-1974 memorable!

Joan Fiss Bishop,
Director



Wellesley News

VOLUME LXXI, NUMBER 10 | WELLESLEY, MASSACHUSETTS | DECEMBER 6, 1974

Bettina Blake, Dean of Academic Programs discusses student rights to privacy.

Guidelines set for student access to files as College complies with Privacy Act

By Renee Edel '78

"The idea of the Privacy Act is to protect everyone's right to privacy, not just that of the students," stated Bettina Blake, Dean of Academic Programs. This is why guidelines have been established regarding students' access to their files.

The files are divided up among eight various offices, including admission, financial aid; career services und the infirmary. Each office has established its own regulations governing the procedure for viewing the particular part of the files contained in its department. These guidelines were set up after consulting with the President's Advisory Council, composed of faculty members, administrative members and members of the student body.

One of the guidelines deals with the definition of the term "student." There have been problems in determining whether or not the act applies to alumnae and continuing education students. Wellesley College has defined it as any person currently attending the College.

Another such term is "official record." This was defined as any record open to Wellesley College officials. It does not include a student's medical files.

Changes this act would bring about, as established in the guidelines, include the idea that a student would have to grant permission in order for her transcript to be released to a third party. This means that if a student is placed on academic probation, her parents may be notified of the probation without the student's consent, but the reasons for the probation cannot be released without consent.

Another difference is that a student would be able to view her medical record, although it is not normally considered to be an official record. In order to do this, she would have to classify her medical file as an official record, thus making it accessible to all college officials.

Admission to Wellesley would depend more on objective information, such as test scores, than it currently does. This is because the validity of written recommendations presently required for admission would be questionable, since the author of the recommendation would be reluctant to comment negatively about a student knowing that she would be able to read these comments.

In order for a student to read a letter of recommendation written prior to the establishment of the Privacy Act, she will have to request permission from the author of that letter. This permission will to be in the form of a letter, to be shown to the office that contains the letter.

Although these guidelines were approved by Academic Council on Novemver 21, they will not be implemented until Congress votes on the clarifications of the Privacy Act. The guidelines are not legally binding and may be challenged by a student.

Yet even when all measures become operative, the student may not be able to see her records immediately. Each department has a 45-day period within which to fulfill a student's request to view the files in that particular office.

Foreign art scholarship set up

A generous scholarship fund has been recently established at Wellesley by the estate of Mrs. Martha Stecher Reed '32 in honor of Mrs. Reed's parents Henry W. and Margaret Dixon Stecher. The scholarship fund is designated "for the purpose of enabling worthy students attending Wellesley College to study art abroad with preference being given to the study of art in Florence, Italy or in Europe generally ... "

The scholarship fund may be used for approved foreign study programs during the academic year or during the summer. It may also support individual research projects leading to 350 or 370 work in the way that the Slater Scholarships are used for summer research leading to 370 projects.

Application for the scholarship funds should be made through the Office of Foreign Study. Applications for programs in the academic year 1975-1976 will be due February 17, 1975; applications for summer study will be due later in Term II at a date to be announced later.

Preference will be given to majors in the fields of art history, studio art and to interdepartmental majors in Classical and Near Eastern archaeology. The applications will be read by the Art Department Stecher Scholarships Committee in cooperation with the Foreign Study Committee.

Christian Science Counselor named to Wellesley

A new Christian Science Campus Counselor has been appointed to Wellesley College by the Christian Science Board of Directors in Boston. Miriam Chapman Peiffer of Dover includes Wellesley with seven other college and university campuses she serves as counselor.

Mrs. Peiffer, will hold office hours on campus every Thursday from 12 noon to 2 p.m. in room 207 of Schneider Center, phone extension 722. She may also be reached day or night by phoning 785-0713. She will be available to anyone on campus to answer questions, as well as to help individuals find solutions to problems.

A Christian Science Practitioner, Mrs. Peiffer has worked as an advisor to many music and athletic organizations in the past.

Mrs. Sally Hoagland of Dover continues this year as advisor to the Christian Science Organization on campus. The Organization holds weekly meetings Monday evenings at 7 p.m. in Schneider Center which are open to all visitors.

INVITATION TO ACTION

The Chaplaincy Farm Workers' Project warmly welcomes any and all members of the College community to join with our "consumer education committee" in a fine Sunday afternoon celebration in front of the Farm Stand in Wayland. For the past few Sundays we have engaged in joyfull informational picketing in protest of this store, continued sales of 'scab' grapes. We hope to sufficiently educate the store's clientel by means of signs and pamphlets so as to convince them not to buy the grapes, and to thereby aid our brothers and sisters in the California fields. We will meet in the Schneider Link at 1:00 pm., and should be out for about two hours or so. Join us! And dress warmly!

Research fellows named

Wellesley College has formed a Research Fellows Program which will enable fifteen Boston area scholars to use the College's library resources. The Wellesley College libraries currently have 560,741 volumes and subscribe to 2,274 journals.

The Wellesley College Research Fellows will be given full privileges in the main library and some will be provided with separate study areas for the period of one year. Fellows will also be encouraged to join in the intellectual and social life of one of the College's academic departments and of the College at large. While no stipend is provided, there is no fee for any of the privileges extended.

Men and women interested in becoming Wellesley Research Fellows should provide evidence of scholarly contributions and of participation in original research. For applications and more information on the Wellesley College Research Fellows Program, contact Helen Brown, Librarian, Wellesley College, Wellesley, Mass.

The first two Wellesley Research Fellows, recently designated, are Catherine Menand and Eva Engel. Ms. Menand, who taught English at Garland Junior College and has served as a consultant to Educational Projects, Inc., will be working on a political biography of Sameul Adams. Dr. Engel, a professor of German who has taught at Universities here and abroad, will be editing two critical-historical volumes on the works of Moses Mendelssohn.

Tupelos to sing tomorrow

The Wellesley Tupelos, a ten-women a capella singing group, will present a concert on Saturday, December 7, at 7:30 p.m. on Schneider main stage. The concert, entitled "Winter Warbles," includes performances by six groups from other New England colleges: the Spizzwinks from Yale, the Gamut and Shwiffs from Connecticut College, the Whims from Wheaton, and the Logarhythms and a newly-formed female group called the Keytones from M.I.T.

The music performed at concerts such as this is varied, ranging from Roaring Twenties to present-day folk and rock music. Concerts are often full of surprises ...

The Tupelos have experienced some of these surprises while at other schools for similar concerts. On November 27, for example, the Tupes went up to Middlebury College in Vermont to sing with four other groups. What manner of entertainment will be presented by the Tupelos et. al. is yet unknown, but all will be revealed to us on December 7.

Forum and WWC to sponsor NOW Advisory Committee meeting

The Wellesley Women's Committee and Forum, with the assistance of Wilma Scott Heide, are organizing a meeting of the National Organization for Women Advisory Committee (NAC) at Wellesley College the weekend of February 14 through 16. The Committee sees the weekend as a unique opportunity for both NAC to hold its first formal meeting and for the Wellesley Community to benefit from the NAC.

The NAC is made up of both men and women who have contributed significantly to the feminist movement, including Bella Abzug, Congresswoman of New York City; Caroline Bird, author; Shirley Chisolm, Congresswoman of New York; Gloria Steinam, editor of MS. magazine, and many other outstanding figures.

Wilma Scott Heide has suggested that Wellesley could be instrumental in providing meeting space and time for this occasion. Beyond NAC's meeting, she has also suggested that this would be an opportunity for the college to participate in activities with the NAC members.

The committee is now seeking support of the college in both ideas and funds to make this weekend possible. The estimated cost for the weekend includes primarily travel expenses for the NAC members, approximately $2,000 to $2,500. Presently the Committee has a promise of $1000 funding. They are seeking support from all departments and organizations. Further information can be obtained from either Sarah Lichtenstein in Severance, or Stephanie Pardo in Pomeroy.

LIBRARY HOURS

Library will be open:

Dec. 20	8:15 - 5 p.m.
Dec. 21	9:00 - 5 p.m.

Daily
9 - 12 noon; 1 - 4:30 p.m.

Closed
Dec. 22, 24, 25
Dec. 28, 29
Jan. 1, 4, 5
Jan. 11, 12

Library Hours
Jan. 13-31, 1975
Feb. 1 & 2, 1975

Library will be open:

Mon. - Fri.	9 - 5 p.m.
Saturday	9 - 1 p.m.
Sunday	1 - 5 p.m.

Workload Questionnaires Evaluated

The Work Load and Calendar Questionnaire was designed in the late spring of 1974 by Amy Reisen '75 and Arthur Gold of the Office of Educational Research and Development, after consultation with authorities at Williams College, where a similar questionnaire had been given in the fall.

The questionnaire included 16 short-answer questions and one open-ended question. Approximately 2/3 of the student body responded. Selections from the open-ended question appear at the end of this study. For convenience in analyzing the results of the short-answer questions, we decided not to compute for students taking fewer than or more than four courses. There were 827 taking four courses, including 293 freshman (35%), 253 sophomores (30%), 163 juniors (20%), 113 seniors (14%), and four belonging to other categories. 13% of the total were taking one or more courses at M.I.T.

Also for convenience in analyzing the results, we did not compute for "major or intended major." Rather, we computed for the area (Humanities, Social Science, Natural Science) in which the major or the intended major fell. We counted double-majors falling in two areas twice (once in each area), and we did not count the intended majors of freshmen. Thus, of nonfreshmen taking four courses, 222 (38%) are in the Humanities, 269 (46%) are in the Social Sciences, and 99 (16%) are in the Sciences.

QUESTIONS

1. There is a significant and serious work load problem at Wellesley.
STRONGLY AGREE 234 (28%)
AGREE 349 (42%)
DISAGREED 193 (23%)
STRONGLY DISAGREED 28 (3.4%)

2. For this past spring semester, the number of hours I spent doing the required work in all my courses combined was significantly in excess of what I would consider reasonable.
SA 100 (12%)
A 226 (27%)
D 186 (47%)
SD 91 (11%)

3. The work load in most courses is reasonable, but there is a significant number of courses requiring an excessive amount of time.
SA 264 (32%)
A 410 (49%)
D 106 (13%)
SD 21 (3%)

4. The amount of required work expected of students by most Wellesley teachers is too great.
SA 121 (15%)
A 275 (33%)
D 366 (44%)
SD 38 (5%)

5. Work load varies with each particular student's relation to each particular subject studied: No attempt should be made to standardize it.
SA 123 (15%)
A 273 (33%)
D 299 (36%)
SD 78 (9%)

6. *Competitive pressure.* I feel that I must secure high grades in nearly all of my courses.
a very serious factor 199 (24%)
a serious factor 321 (31%)
a minor factor 160 (19%)
not a factor 22 (3%)

7. Uneven pace of work. The amount of required work tends to be unevenly distributed throughout the semester.
very serious factor 381 (46%)
serious factor 256 (31%)
minor factor 160 (19%)
not a factor at all 22 (3%)

8. Ineffective use of study time. I have trouble budgeting my time.
very serious factor 109 (13%)
serious factor 147 (18%)
minor factor 338 (41%)
not a factor at all 222 (27%)

9. If the program interested me, I would seriously consider paying $125 for a three-week Winter Term in January, even though academic credit were not offered.
YES 313 (38%)
NO 496 (60%)

10. I think the college ought to give consideration to a schedule encouraging some courses to meet for fifty minutes, three times a week.
YES 364 (44%)
NO 442 (53%)

What can be learned from these answers?

Probably the most significant result is embodied in the first graph. Discrepancies between estimates of actual work and estimates of work considered reasonable may vary for each student, but the discrepancy for the group as a whole seems undramatic. For both categories (actual vs. reasonable) the most popular figure is 31-40 hours per week (23% considers it actual, 29% considers it reasonable). In both categories a great number of students seems to fall immediately to one side or to the other of this figure.

The open-ended question was as follows:
We would appreciate your general comments on the pace of life at Wellesley. Do you never have time to take in a movie or go out for a beer and pizza? Is it true that a student who chooses to respond to most of the demands made on her by her courses has too little time for relaxation, recreation and extra-curricular activities? Or do you think that the current course schedule permits a variety of reasonable solutions to the age-old problem of budgeting one's time.

In order to make up for our neglect of respondents taking fewer or more than four courses, we drew our examples for the open-ended questions largely from them.

The following is a kind of anthology:

1. There is definitely too much pressure.

It is a sad but unfortunate fact that a "reasonable" course-load on Wellesley's campus is becoming an increasing scarcity. "Gut" courses are a necessary facet of college life because they allow one to spend greater time on one's major courses and allow time for personal growth and development outside of academia.

I think the questions of "pressure" and work load are not at all exaggerated but rather are played down. I very strongly resent that I must spend so much

Continued on page 4

ADVENT WORSHIP CELEBRATION

SUNDAY, DECEMBER 8

11 AM CHAPEL

SUSAN ANDREWS PREACHING